

# ***Application Packet***

## **Request For Applications For Tobacco-Use Prevention Education Program Competitive Grant for American Indian Education Centers**

**(July 1, 2005 – June 30, 2007)**

***Must be received in the Migrant, Indian & International Education Program  
Office  
no later than 4:00 p.m. on June 15, 2005***

**Migrant, Indian & International Education Office  
California Department of Education  
1430 N Street, Suite 6408  
P.O. Box 944272  
Sacramento, CA 94244-2720  
(916) 319-0920**

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## OVERVIEW

### A. BACKGROUND AND LEGISLATIVE INTENT

Native Americans in California smoke and chew tobacco twice as much as other Californians. Thirty-nine percent of Native American deaths in California are related to the abuse of tobacco. Nationally, 30 percent of Native American women and 30 percent of Native American men smoke. The use of tobacco is one of the most preventable causes of illness and premature death among Native Americans. Native Americans/Alaskan Natives have the highest rates of tobacco use among all ethnic groups.

Proposition 99, approved by the California voters in the November 1988 general election, increased the tax on each pack of cigarettes sold in the state by 25 cents. The 2005-2006 Budget Act is expected to appropriate funds for tobacco-use prevention education from the Cigarette and Tobacco Products Surtax and we anticipate the 2006-2007 Budget Act will appropriate additional funds.

The 1988 legislation requires 90 percent of the funds received for local assistance to be allocated to county offices of education and public school districts for programs in schools. Additionally, funding for commercial tobacco-use prevention, intervention, and cessation programs in American Indian Education Centers (AIEC) is to be awarded on a competitive grant basis.

The California Department of Health Services (DHS) also receives anti-tobacco health education monies to fund a statewide media campaign, and community tobacco-use prevention and reduction programs, including competitive grants for projects targeting a number of groups, including youth.

Successful tobacco-use prevention, intervention and cessation programs are an important part of this effort, and an effective weapon against four of the five leading causes of death in California: heart disease, cancer, chronic obstructive pulmonary disease, and fires caused by smoking.

The purpose of this grant award process is to enable AIECs to implement supplemental prevention education, intervention and cessation programs, and youth development programs directed at the reduction of commercial tobacco-use among youth.

Priority will be given to programs for students in grades 4-12 that:

- Provide research validated tobacco use prevention education;

- Target current smokers and students most at risk for beginning to use commercial tobacco;

- Offer cessation and pre-cessation classes or refer students who are current smokers to cessation classes; and

Utilize existing anti-smoking resources, including local anti-smoking efforts by local lead agencies and competitive grant recipients.

## **B. DEVELOPING TUPE PROGRAMS USING THE PRINCIPLES OF EFFECTIVENESS**

To promote the most effective use of limited resources and to fund effective programs that demonstrate progress toward preventing and/or reducing the use of tobacco, the CDE supports the following Principles of Effectiveness as adopted by the United States Department of Education. The application of these Principles will serve as the basis for considering the applications submitted through this Request for Application (RFA) process.

### **Principle 1: Conducting An Assessment**

A grant recipient shall base its program on an assessment of objective national, regional and local data regarding the incidence of tobacco use in the communities to be served. This information should help establish the high priority targets for the program and will be based on ongoing local assessment or evaluation activities.

Information about needs and strengths may be found in current local assessments, such as the California Healthy Kids Survey (CHKS) <http://www.wested.org/hks/> or other local surveys.

Existing efforts and activities in the community should also be included in the assessment. Programs should be coordinated with community anti-smoking efforts, such as the California Rural Indian Health Board (CRIHB), the American Cancer Society, the American Lung Association, the American Heart Association, and Americans for Non-Smokers Rights. Coordination should also occur with local programs funded by county health departments/local lead agencies and the DHS, Tobacco Control Section. Your county office of education TUPE Coordinator has a list of the current tobacco control funded entities in your area.

### **Principle 2: Setting Performance Measures**

A grant recipient shall, with the assistance of a local or regional advisory council which includes parents and community representatives, establish a set of performance measures, based on the needs assessment data, and design its activities to meet those goals and objectives aimed at ensuring a tobacco-free learning environment.

Areas to be covered during the decision-making process should include:

Baseline information regarding present behaviors and attitudes,

Priority needs and strengths based upon behaviors and attitudes identified in the assessment,

Desired measurable changes in behaviors and attitudes, and

Amount of time to be allowed for the desired changes.

Goals are defined as general statements of a long-range target or purpose and should directly address the needs identified in the needs assessment process. It must be outcome or results (not process) oriented.

Example: GOAL: To support the commercial tobacco-free status of non-using students and reinforce knowledge through commercial tobacco prevention instruction lessons.

Objectives should be stated positively and when accomplished should lead to the goal. Components of an objective include a time frame, target of change, results (not activities) to be achieved, and criteria for measuring results.

The desired results should address the unique needs of students as prioritized. Program objectives should also be logically connected to support overall program goals.

Examples: Program Implementation Objective  
By June 2006, designated staff will provide at least six tobacco instruction lessons to AIEC students as evidenced in the lesson plans.

Student Outcome Objective  
By June 2007, the percent of students who have ever used cigarettes will decrease by 10 percent as measured by a survey.

### **Principle 3: Employing Effective Research-Based Programs**

All applicants shall design a program based on research published in scholastic journals. The published research must provide evidence that the programs or strategies used effectively prevent or reduce tobacco use. The following section provides a variety of resources identifying research-validated programs, research-based strategies and available instructional materials.

Getting Results: Part I developing Safe and Healthy Kids is a CDE document that focuses on guidelines for program design and research on effective practices. Part II focuses on Tobacco Use Prevention Education and is directly relevant to this RFA. To assist applicants in their search for research-based programs that include effective strategies for all target groups, access the Getting Results website on the internet at <http://www.gettingresults.org>. Parts I, II, and Updates 1, 2 and 3 are downloadable at this web site.

Part I	California Action Guide to Creating Safe and Drug-Free Schools and Communities
Part II	California Action Guide to Tobacco Use Prevention Education
Update 1	Positive Youth Development: Research, Commentary, and Action
Update 2	Assessing the Effectiveness of Classroom-Based Prevention Programs
Update 3	Alcohol, Tobacco, Other Drug, and Violence Prevention: Research Update

All county office of education TUPE Coordinators and many school district prevention coordinators have a copy of Getting Results. It is also available for a four-week loan (#7002), with free delivery, from the California Healthy Kids Resource Center (CHKRC) at <http://www.californiahealthykids.org>. The CHKRC may also be contacted at (510) 670-4581. Getting Results may be ordered from CDE Publications.

At the CHKRC website, the Research Summaries and Resource section provides the following resources designed to help you plan your TUPE Competitive Application:

**Summary of Research Supported Strategies:** This online document summarizes the school-based TUPE strategies supported by published research support, including instructional content, content enhancements, program delivery, and strategies for special populations.

**TUPE Empirical Evidence Chart:** This chart outlines which research studies provide support for each of the TUPE strategies summarized in the document above.

**Annotated Bibliography of TUPE Research Articles:** This online document provides detailed summaries of the TUPE research. Each summary includes the article reference, research objectives, subjects, intervention, research method, and description of tobacco and other drug related results.

**Available TUPE Instructional Materials:** This online document provides search guidelines and hot links to reviewed TUPE classroom materials, such as curricula and videotapes, aligned with the Research-Supported TUPE Strategies. The materials can be ordered online for four-week loans, with free delivery.

**To Borrow Getting Results, including the Action Guide to TUPE (#7002):** This link takes you to the Getting Results information page on the CDE document. This document can be ordered online for a four-week free loan or downloaded at <http://www.gettingresults.org>.

**To borrow a binder of full text and all referenced TUPE research articles (#7047):** This link takes you to the material information page for the binder of 50 TUPE research articles, which can be ordered online for free loan.

If you have any questions about accessing the online TUPE research summaries or ordering materials for free loan from the CHKRC, please call (510) 670-4581 for assistance.

#### **Principle 4: Program Evaluation**

All successful applicants shall evaluate their TUPE programs periodically to assess the progress toward achieving their goals and objectives. The TUPE evaluation data and results shall be used to refine, improve, and strengthen the program, refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided.

The analysis of the program will be based on data that is reasonably available at the time and reflect the prevalence of risk factors, including high or increasing rates of

tobacco use; protective factors, buffers, assets; or other variables in schools and communities identified through scientifically based research.

The Principles of Effectiveness becomes a circular process wherein the evaluation becomes part of the needs assessment. Goals, objectives, and program adjustments are revised when necessary to insure program effectiveness. This process must include consultation and input from parents.

## **APPLICATION INFORMATION**

### **A. CRITICAL DATES FOR THE AIEC TUPE APPLICATION PROCESS**

April 22, 2005	TUPE RFA released
May 13, 2005	"Intent to Apply" form due
June 15, 2005	Applications must be received by 4:00 p.m. by the California Department of Education, Migrant, Indian and International Education Office
June 20-23, 2005	Readers' Conference for TUPE American Indian Education Center Applications at CDE
June 15-22, 2005	Appeal period
June 30, 2005	Intent to Award Grants announced
July 1, 2005	Program funding starts
June 30, 2007	Program funding ends

### **B. COMMERCIAL TOBACCO-FREE CERTIFICATION**

In order to apply for any TUPE funds, the applicant agency must be certified by the CDE as having met the commercial tobacco-free criteria. The AIEC in the application must continue to meet the criteria, including enforcement of the commercial tobacco-free policy. Each AIEC applicant is required to submit a certification form with the application package certifying they have fully implemented a commercial tobacco-free policy. (Attachment 2)

A fully implemented tobacco-free policy must be board-adopted and include the following:

- \* The policy shall prohibit the use of commercial tobacco products any time, on the AIEC premises, and in center vehicles.
- \* Information about the policy and enforcement procedures shall be communicated clearly to center personnel, parents, students, and the larger community.
- \* Signs stating "Commercial Tobacco Use is Prohibited" shall be prominently displayed at all entrances to center property.
- \* Information about smoking cessation support programs shall be made available, and encouraged for students and staff.



### **C. TOBACCO INDUSTRY FUNDING**

Any AIEC that receives or are planning on receiving any funding or other consideration or support from the tobacco industry will be prohibited from applying for these funds.

### **D. APPLICATION REVIEW AND GRANT AWARD PROCESS**

The Deputy Superintendent of the Curriculum and Instruction Branch in CDE will select applications for funding, based on the recommendations of the Migrant, Indian and International Education Office grant application reviewers.

### **E. SCREENING PROCESS**

All proposals will be screened for compliance with the RFA. The CDE reserves the right to disqualify applications that do not include all program components, budget summary/budget justification, the original signature of the Board Chairperson (or designee), or which are not received by 4:00 p.m. on Wednesday June 15, 2005.

### **F. CRITERIA AND SCORING SYSTEM**

Grantee selection is determined on a competitive basis. The extent to which the application meets the scoring criteria is the primary basis for selection.

State and local representatives will receive training and then review and score applications at the Readers' Conference. All applicants will compete against the scoring rubric. The key concepts of the TUPE program, as described in the RFA, form the basis for the scoring rubric.

Each application will be independently reviewed and scored by two trained readers. If the three scores fall within a predetermined limit, the scores are "in agreement" and the two scores will be averaged.

In the event of a significant disparity between the two readers' scores on individual criterion items or total scores, an additional reading will be conducted and the closest scores will be averaged for the ranking.

### **G. AWARD NOTIFICATION**

Notification of awards will tentatively be made in writing to applicants on June 30, 2005.

### **H. APPEAL PROCESS**

Centers will be notified if their proposals are disqualified. Appeals may be made only on the allegation of a procedural error on the part of the CDE. Any letter of appeal must provide evidence that the CDE disqualification was in error and must be with an original signature by the authorized person, who signed the application, must be received by 4:00 p.m. June 22, 2005.

Applicants that wish to appeal a decision must submit a letter of appeal to:

Judy Martinez  
Migrant, Indian and International Education Office  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814

The letter of appeal must be received by 4:00 p.m. on June 22, 2005.

## **I. BUDGET MODIFICATIONS**

Surplus funds from a given line item of the approved budget, up to 10 percent of that line item, may be used to defray allowable direct costs under other budget line items without prior approval. Any budget line item increase or decrease of more than 10 percent requires a budget revision approved by the governing body and then submitted for approval to the CDE. Changes may not be made which increase the rates of reimbursement, unless they are part of a negotiated collective bargaining agreement. The total grant amount may not be increased, but may be decreased by CDE pending available funds.

## **J. RETENTION OF RECORDS**

The AIEC is to maintain accounting records and other evidence pertaining to costs incurred, with the provision that they shall be kept available by the center during the funding period and thereafter for three full years from the date of the final payment. The CDE staff is to be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and records during the progress of the work and for three years following final payment.

## **K. DRUG-FREE WORKPLACE CERTIFICATION**

The CDE will mail each successful applicant a Drug-Free Workplace Certification Form (Std. 21) to be signed by the Board Chairperson or designee in order to certify that the center will maintain a drug-free workplace, as required by Government Code 8355. The Drug-Free Workplace Certification Form, with original signature, must be submitted to the CDE's Migrant, Indian and International Education Office prior to the release of an official funding award.

## **L. CLARIFICATION OF THIS RFA**

Any prospective applicant needing clarification on this RFA may contact:  
Judy Martinez, Consultant, at (916) 319-0506 for program clarification issues or  
Chavela Delp, Analyst, at (916) 319-0609 for fiscal clarification issues of the  
Migrant, Indian and International Education office.

## **M. CANCELLATION NOTICE**

The terms of the grant may be canceled with a 30-day notice. It is mutually agreed that either party may cancel this agreement by giving a 30-day advance written notice.

## **III. HOW TO APPLY FOR TUPE FUNDING**

### **A. INSTRUCTIONS FOR COMPLETING AN APPLICATION**

#### **Intent to Submit an Application (Attachment 1)**

The Intent to Submit an Application is due to the Migrant, Indian and International Education Office by May 13, 2005. Failure to submit a notice of intent by the deadline date will not preclude the center from submitting an application. Nonetheless, applicants who do not submit a notice of intent will be removed from the RFA mailing list and will not receive any further communication from the CDE of any changes or pertinent correspondence regarding this application.

#### **Application Due Date**

Application packages must be **received** in the Migrant, Indian and International Education Office of the California Department of Education (1430 N Street, Suite 6408) no later than 4:00 p.m. on June 15, 2005.

#### **Application Preparation and Submission**

- Applicants are to use the forms in the application packet (Attachment 3).
- Forms may be duplicated or computer generated.
- Page margins do not apply and single spacing is acceptable.
- A 12-point Arial font is to be used.
- Each page is to be 8 1/2" x 11" and single sided.
- Pages must be consecutively numbered.

Each application must be stapled or binder clipped in the upper left-hand corner with the Application Cover Sheet on the top of the application. Do not use binders, covers, flat folders, or cover letters.

The applicant is responsible for ensuring that the application package is complete and that there are no missing pages/forms prior to submission. CDE cannot add items to, nor remove items from the applications received.

The application package containing one (1) original (with original signatures) and four (4) copies, is to be clearly labeled on the outside with the application title:

RFA - American Indian Education Centers Tobacco Program  
Application

Transmission of applications by electronic mail or facsimile is NOT allowed. Applicants should use express, certified, or registered mail, or deliver by hand.

Send or deliver completed applications to:

Attn: Judy Martinez  
Migrant, Indian and International Education Office  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814

The State of California reserves the right to reject any or all applications. The State's waiver of any submission of material not required in the RFA does not excuse the grantee from full compliance with the grant terms, if a grant is awarded.

### **Cost of Preparing the Application**

The costs for preparing and delivering the application shall be the sole responsibility of the applicant. The State of California shall not provide reimbursement for such costs.

## **B. COMPETITIVE AWARDS**

### **Applicant Eligibility**

AIECs may submit an application and assume program and fiscal responsibility.

Note: A center may be represented in ONLY ONE grant application. AIECs currently receiving a TUPE grant with a termination date beyond June 30, 2005 are not eligible to apply. Projects targeting out-of-school youth may not be funded under this application, according to statute.

In order to apply, the applicant center must have met the commercial tobacco-free criteria.

### **Grant Period**

Successful applicants will be awarded 24-month grants on a competitive basis with a starting date of July 1, 2005, and an ending date of June 30, 2007.

## **Maximum Funding for Which an Applicant May Apply**

The total amount of funding anticipated to be available for competitive grants for commercial tobacco-use prevention education, intervention, and cessation programs for students in AIECs is \$40,00 each year for two years. Grant awards will not exceed \$40,000 per year. Grant funding requests must be based on cost of the planned activities described in the RFA.

The maximum funding per application will vary according to several factors. Among these are the following:

- Coordination between the applicant AIEC and other providers of similar services;
- The collaborative agency participation;
- The number of students who will be served by the program; and
- The adoption and/or adaptation of known research validated or promising successful TUPE models.
- The competitive aspect of this RFA process is very important since grants will be awarded only to applicants meeting the CDE's quality criteria based on the scoring rubric (Attachment 6).

## **Program Focus and Structure**

All applicants are to use research validated strategies, products, and materials that have already been developed, evaluated, and have evidence of effectiveness. Information about some of these strategies and programs are available for review and loan from the California Healthy Kids Resource Center. Refer to Section IV of this RFA.

Programs must be designed and managed at the AIEC with involvement from key personnel including administrators, tutors, counselors, elders, and students (both commercial tobacco non-users and users), parents, and community members with an interest in the center. A center program coordinator is to be identified to provide administrative oversight, resources, and assistance to the center included in the grant application, and to work in cooperation with other agencies in implementing the programs designed. All centers must implement programs for three target groups of students:

- General Population - Prevention strategies (not more than 60% of award);
- Most at Risk – Intervention strategies; and
- Current Users - Readiness for cessation and cessation strategies.

## **Terms of the Grant**

### **Allocation of Funds:**

Successful applicants will automatically receive a 50% cash advance upon satisfactorily addressing any program and/or budget stipulations and the submission of the Drug-Free Workplace Certification and the Acceptance of Grant Conditions. Successful applicants will receive Assurances forms with their letter of congratulations.

The grantee can receive another 40% advance by submitting to the CDE an Expenditure Report indicating that 80% of the prior 50% has been expended or encumbered.

Note: Applicants are to be current on all required reports before any cash advances can be processed.

The final ten percent (10%), or portion thereof, will be held pending receipt of the final program report, evaluation report and the final expenditure report, all of which are due within 45 days of the grant termination date.

### **Travel**

All local travel costs pertaining to these grants shall be reimbursed with grant funds at rates that do not exceed those established in negotiated bargaining contracts or approved by local boards. Out-of-state travel by a grantee for purposes of these grants is not permitted.

The CDE will conduct one statewide meeting each year, which will require attendance of a representative from each AIEC awarded a grant through this RFA process. Applicants should budget for these meetings.

## Deliverables

All successful applicants must agree to submit the following deliverables by the designated due dates:

<b>Year One 2005-2006</b>	<b>Year Two 2006-07</b>
Evaluation Design due October 31, 2005	Program revisions and Second Year Budget due May 31, 2006
First Expenditure report due December 15, 2005	Third Expenditure Report due December 15, 2006
6-Month Progress Report due January 15, 2006	18-Month Progress Report due January 15, 2007
Second Expenditure Report due April 15, 2006	Forth Expenditure due April 15, 2007
12-Month Progress Report due July 30, 2006	Final Progress Report due September 15, 2007
12-Month Evaluation Report due July 30, 2006	Final Evaluation Report due September 15, 2007
	Final Expenditure Report due September 15, 2007

## **Certification of Acceptance of Grant Conditions and Assurances and Drug-Free Workplace Certification:**

All successful applicants must agree to the grant conditions and assurances and to comply with the Drug-Free Workplace Act. Acceptance must be acknowledged by the successful applicant's signature on two documents:

- The Certification of Acceptance of Grant Conditions and Assurances, and
- The Drug-Free Workplace Certification

These forms will be sent to each successful applicant in the letter of congratulations.

## THE SCORING OF APPLICATIONS

### TUPE Narrative (120 Total Possible Points)

In addition to the possible points for each component, the total possible points include an additional 10 possible points for Overall Coherence and Merit of Application as reflected in the scoring rubric (Attachment 6).

Using the appropriate form in the application packet (Attachment 3), applicants must address the components explained in each section that follows. Unless otherwise noted, all applicants must provide responses to each component.

#### **a. Overall Program Summary (10 points possible)**

Describe the proposed program including how it will be administered. This summary should address all component areas. Please include pertinent information about previously funded competitive TUPE programs.

#### **b. Needs Assessment (10 points possible)**

Describe the process and data used that established a need for the proposed program. The program must be based on objective data. Describe the data sources used and summarize the findings. Address the nature and extent of the problems and existing interventions and prevention efforts. Data should be comprised of national (i.e., National American Indian prevalence data), regional (i.e., district Healthy Kids survey results), and local (i.e., AIEC survey measuring need and tobacco use prevalence). Describe the student population to be served by the proposed program.

#### **c. Parent, School, and Community Involvement (10 points possible)**

Parent, school, and community involvement is an essential part of any successful program. Proposed program should describe collaboration with community-based organizations including the California Rural Indian Health Board (CIRHB), county health departments, and DHS Tobacco Control Section grant recipients. Successful programs should attach Memorandum of Understanding (MOUs) with collaborating agencies in an appendix.

Narrative should describe:

- How students, parents, and elders will be involved in the program development and implementation; and
- What mechanism will there be for ongoing input and feedback from center staff, other program staff, students, parents, elders and other community members.

#### **d. Overall Program Goals and Measurable Objectives (10 points possible)**

Please list at least **two** measurable objectives, include both program implementation (e.g., number of hours of instruction and number of students receiving instruction) AND student outcome objectives (e.g., percentage decrease in number of students



who smoke) for each of the three target groups: (1) General Population; (2) Most At Risk; and (3) Current Users.

**e. Program Description Including Multiple Strategies & Selected Strategies' Rationale (10 points possible)**

Discuss the program strategies for each target group (1) General Population; (2) Most At Risk; and (3) Current Users. From the attached matrix please include: program or materials, description of content, description of delivery methods, evidence of effectiveness, justification for content and delivery choices, number of students to be served and means of student identification. For all curriculum proposed include the following:

- The title, year of publication, and publisher of the program or materials to be used.
- Describe how the proposed curriculum meets the identified need of the student population to be served.

**f. Projected Key Activities and Timelines (10 points possible)**

Provide the projected key activities and timelines for the entire grant period to include target group (1) General Population; (2) Most At Risk; and (3) Current Users.

**g. Personnel (10 points possible)**

Provide names (when possible) of all key staff personnel involved in implementing the program and specific program responsibilities.

- Identify key personnel involved in implementing the program.
- Describe program responsibilities for key personnel.
- Indicate the amount of time each key staff person will spend implementing the program in full-time equivalent (FTE) or number of hours to be worked.

**h. Budget Summary (10 points possible)**

On this page, please summarize the expenditures for the American Indian Education Tobacco-Use Prevention Education (TUPE) programs. This page will outline the dollar amount budgeted in each line item. Provide a budget for 24 months of operation July 1, 2005 through June 30, 2007.

**i. Process Evaluation (10 points possible)**

A process evaluation is a key component of this program. Describe your process evaluation plan. List a minimum of six questions that the process evaluation will answer. These questions should be directly linked with the objectives of the program.

In order to ensure that evaluation will be an ongoing key component of the proposed program, additional evidence of evaluation activities must be included in the following areas:

The timeline;  
The staffing configuration; and  
The budget.

Programs may use up to 10% of grant funds for the evaluation.

The plan for monitoring and evaluation shall provide ongoing feedback on program implementation and effectiveness.

Grantees are required to send the following documents to CDE within 45 days of the end of the project period:

- A Final Evaluation Report, which lists the goals and objectives for the program, how those objectives were measured, and what results were achieved.
- A Final Narrative Report (which is separate from the evaluation report), which describes how the proposed objectives and timelines were met, must also be submitted within 45 days of the end of the project period.
- The Final Expenditure Report.

### **Overall Coherence and Merit of Application (10 points possible)**

Up to 10 additional points will be awarded to applications that incorporate the Principles of Effectiveness and are comprehensive and cohesive. There should be evidence of how each part of the program is related to and supportive of the other parts of the program with a specific focus of achieving the proposed goals and measurable objectives. There should also be evidence of commitment and capacity to implement the activities described in the application.

### **Program Description (No Possible Points)**

Provide a one-page description of the proposed program. This description should include a summary of the key aspects of the proposed program.

Note: The CDE may remove this description from the application to be published elsewhere or may be disseminated to other agencies upon request.